

Serve InDEED

September 2019, Vol. 6, No. 1



**THE TENNESSEE JOURNAL OF
SERVICE-LEARNING & COMMUNITY ENGAGEMENT**

ServeInDEED

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Papers published in this volume of ServeInDEED have been peer reviewed through processes administered by the journal Editors. Reviews have been conducted by expert referees, who have been requested to provide unbiased and constructive comments aimed, whenever possible, at improving the work. The journal Editors have taken all reasonable steps to ensure the quality of the materials they publish and their decision to accept or reject a paper for publication has been based only on the merits of the work and the relevance to the journal.

Articles that have undergone the peer review process are indicated by the Peer Review symbol.



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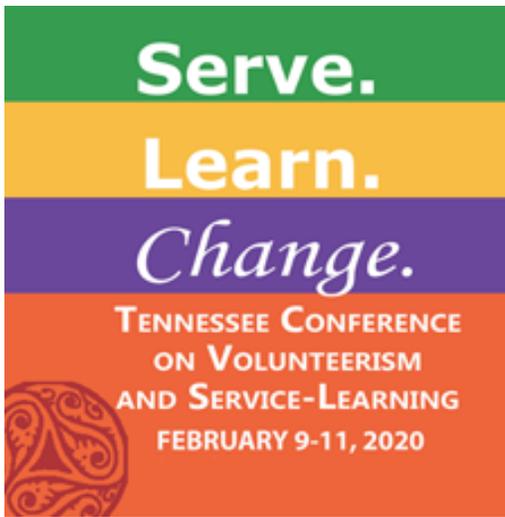
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ServeInDEED, the Tennessee Journal of Service-Learning and Civic Engagement is a peer-reviewed online journal published annually by Volunteer Tennessee. Special issues are published as needed/requested. Volunteer Tennessee, an agency of the State of Tennessee, focuses on community service and service-learning initiatives in which citizens of all ages and backgrounds engage in services addressing the educational, public safety, environmental and other human needs of the state and nation. ServeInDEED publishes articles concerned with service-learning and civic engagement. We welcome articles from higher education (peer reviewed), K-12 education, community based organizations, education/community partners and especially students.

Back issues of ServeInDEED can be accessed at: <https://www.tn.gov/volunteer-tennessee/vt-aboutus/vt-publications.html>



SAVE THE DATE:

The 2020 Tennessee Conference on Volunteerism and Service-Learning (TCVSL) February 9-11, at the Franklin Marriott Cool Springs.

 Make sure to follow the conference on the TCVSL [Facebook](#) page for regular news and updates.

<https://www.tn.gov/volunteer-tennessee/vt-events/vt-tcvsl.html>

2020 Conference Information:

Sunday will include the Governor’s Volunteer Stars Awards (ticketed event), Student Track sessions, and registration will open. Monday will offer a full day of workshops and speakers. Tuesday will include a full morning of workshops, and then the conference will conclude after the lunchtime plenary.

Interested in presenting a workshop or exhibiting a showcase at the conference? [Find out more about submitting a proposal here.](#)

For the application to submit a workshop or presentation proposal for the 2020 conference, [click here](#). **Proposals are due by October 7, 2019. Student Track proposals should be submitted using that form also.**

For the application to submit a showcase exhibit proposal for the 2020 conference, [click here](#). **Proposals are due by October 7, 2019.**

Registration for the 2020 conference will open in October. Conference registration includes entry to workshops, showcases and exhibits, plenary speakers, a service project, and designated meals .

Registration Options	Early Bird (Until 1/8/20)	After January 8
Adult Registration	\$200.00	\$250.00
Youth Registration (under the age of 25 and in school full-time)	\$100.00	\$150.00
AmeriCorps or Senior Corps Member	\$100.00	\$150.00
Corporate Social Responsibility Track on February 10 (corporate/business attendees)	\$150.00	\$150.00

Never underestimate the power of caring adults who share the possibilities of who young people are and who they can grow to be!

It's All About Mindset

As you settle into your fall routines, you are probably seeing the children that are harder to love. You are hearing the negative stories that other educators have experienced with your students. And that negativity can so easily influence your attitude! Let us remind you of the power of mindset.

What you focus on expands. When you look for what's wrong, you see negative everywhere. But when you look for what's right, you will start to see goodness and strengths in surprising places. An at-promise approach to youth development believes that every young person, despite their circumstances and challenges, has positive assets within them. Make it your goal to find the good within each child, to name the good in each child, and to help them grow that goodness into more and more opportunities for them to thrive.

[Click here for a video](#) with stories about mindset from Susan. Subscribe while you're there to stay in the loop. Be the first to access more visuals of tips, game instructions, interviews, and more!

Adapting Activities to Fit Your Group's Needs

It's amazing to see the many creative ways people use the activities in our books. We love it. People have used the same activity in an inner-city classroom, a 4-H Club, a board room, and even in a juvenile detention center. People have used the same activity to educate young people on a healthcare issue, or understanding community needs, or identifying individual strengths & talents, or teach about diversity. The secret? Tweaking the reflection questions to meet your needs!

Modifying games is an art that you can easily pick up with practice. Check out [this video](#) where Susan Ragsdale takes an activity from [Great Group Reflections](#) and teaches a little bit about the art of adapting games for multiple groups and multiple purposes.

We want to learn from you! Reply to this [email](#) to share:

- How have you adapted one of our games/activities for a unique group?
- What's one secret you have for adapting activities with various audiences?



Why Ask Why?

Taking time for reflection when you are teaching a lesson, leading a field trip, doing a service-learning trip, or helping a student leadership group has many benefits, including:

1. **Grow the mind** by making learning more relevant and encouraging higher-level thinking.
2. **Grow healthy attitudes, beliefs, and values** through meaningful dialogue.
3. **Grow skills** such as decision-making, habits, goals,...
4. **Grow awareness** as students listen to new voices.
5. **Grow into the future** with new opportunities, new directions, and new incentives for students to be their best.

Growing Reflection

Want to learn more about how to build a practice of reflection with young people in the classroom, after-school groups, or communities of faith? Check out our new book, [*Great Group Reflections: 60 Compelling Challenges to Prompt Self-Discovery & Critical Thinking*](#) - it's full of innovative ideas to help you. Purchase your copy at Amazon or Barnes and Noble.

Join in the Conversations on our Social Media Pages

- The power of paying attention to students
- A creative way to encourage reading
- Growth mindset strategies
- Meaningful connections as a key to student success
- Teambuilding in Egypt
- Innovative ways to teach/learn Braille

To view this page in your browser [Click Here](#)



The Tennessee Conference on Service-Learning and Volunteerism 2019 in Review

The 2019 Tennessee Conference on Service-Learning and Volunteerism was a grand success. Workshops were presented by many strong and experienced Service-Learning and Community Engagements professionals as well as students from across Tennessee. This article recaps the sessions that were presented as a part of the conference. It is a reminder for those who attended the conference and a brief opportunity for those who did not attend to see what you missed. We hope you enjoy this recap.

Carson-Newman's "c-nvolved" Service-Learning QEP: What We've Learned Over the Last 5 Years

Matt Bryant Cheney, Carson-Newman University

In this session, presenters will give an overview of Carson-Newman University's SACS Quality Enhancement Plan (QEP) c-nvolved, which focused on building service-learning opportunities across campus. The presentation will include testimonials from faculty, assessment figures, and discussion of how Carson-Newman will continue to promote service-learning through its Bonner Center for Service Learning and Civic Engagement, designated service-learning courses in every department, the Community Service & Service Learning Committee, financial support of community agencies, Operation InAsMuch Day of Service, and the Social Entrepreneurship Program.

Challenge Based Learning: A Paradigm Shift

Joanne Askew, Clarksville Academy

Challenge Based Learning (CBL) is a collaborative, hands-on inquiry-based learning style that encourages the development of 21st century skills, helping students achieve success in the workplace and society. The CBL framework poses a Big Idea, investigates an Essential Question, researches the question utilizing community leaders as Guiding Resources acting as experts in their field and Guiding Activities that revolve around the essential question. Students establish a Challenge and implement a sustainable Solution. CBL inspires critical thinking and creativity. The format of the Challenge Based Learning model provides students the opportunity to utilize personal life experiences and helps them to implement their formal educational background thus far, in real life situations. It transforms the typical classroom by incorporating community locations offering them as "classrooms for the day". The result is hands on learning, collaborative working with community leaders and students, engagement in a Challenge, and yielding a Sustainable solution.

Change the Culture of Your School and Community through Volunteerism

RePublic High School Students

This workshop will give an inside look at how volunteerism changed the culture of RePublic High School. Students will share their own experiences, and how volunteerism has impacted their lives and others in the school and community. Attendees will be introduced to different aspects of volunteerism and given guidance on how to start this movement in their schools. They will also watch videos and have panel discussions with the scholars that implemented the projects in their communities.

Collaboration & Partnership Matters! How to Have a Successful and Impactful National Day of Service

Andrea Hill, Leadership Memphis Angela Hill, Shelby County Government

Collaboration and partnership truly make a difference. In this session, participants will learn how to develop the best partnerships and the best service project outline necessary to make their National Day of Service a success.

Community Action: Progressing Toward Real Change

Haley Harris, Clayton Jelsma, Shriya Karam, Hannah Laibinis, Cyntasia Palmer, Katelyn Starks, Aerial Towles, University School of Nashville

How can you fix a problem in your community that seems too big just for you? This interactive presentation will focus on tackling the big issues and on creating an initiative to raise awareness. In this workshop, attendees will learn how to create a community-oriented initiative beyond the 'everyday service program' to create a meaningful societal impact. These pressing issues often cannot be solved in a single service project; instead, they require several steps and lots of people to be taken to accomplish change. Participants will identify challenges that their communities face and will brainstorm solutions to these challenges -- participants will be encouraged to think of their solutions not as "band-aids" to the problems, but as solutions that fix the root of the problem.

Consistency in Content: Getting Your Organization Noticed Through Social Media and Branding

Matthew Gabb, CAC Beardsley Community Farm

Farm to Tennessee -- an organization that works to put the fruits & vegetables of financially stressed farmers into local school lunches -- needs your help! Through this hands-on workshop, participants will develop a new branding and graphics campaign for this pretend organization. The nonprofit and service world is becoming increasingly digital and social. Getting noticed through all the noise -- by funders, volunteers, clients -- takes time and effort many organizations don't think they have. This workshop aims to show that with just a little time dedicated to developing and maintaining a consistent "brand," your organization can increase engagement with very little effort. By being able to apply the theoretical to the real world, participants in this scenario-based workshop will gain a deeper understanding of how to maintain consistency in both their printed and digital worlds.

Cultural Arts & Community Development: Does it Matter?

Mary Margaret Randall, One Voice Nashville

This workshop introduces participants to community development through a creative lens. Mary Margaret Randall, Director of One Voice Nashville, will present concrete examples and techniques in using art as a platform for mobilizing communities to create positive change. Participants will receive handouts describing these techniques in detail. This workshop contains three sections in which participants will: take a closer look at a variety of art events and projects throughout history designed with a holistic approach to develop community and encourage critical thinking; an in-depth look at One Voice Nashville restorative justice and educational projects; a creative think tank to allow participants to brainstorm ideas in their own organizations.

A Decade of Using Service-Learning Across a Departmental Curriculum: What Worked

Robert Baron, Karen Bullis, Kakali Chakrabarti, Mike Dunn, David Ellison, Kathy Heuston, Christina Hicks-Goldston, Tracy Nichols, Amy Ritchart, Austin Peay State University

In the spring 2018 semester, APSU's Department of Communication celebrated ten years of applying Service-Learning across the Communication curriculum. In those ten years, faculty used Service-Learning in courses at the Freshman through Graduate level, for Honors courses, in Study Abroad, and online. They are currently engaged in a joint Service-Learning project that assists a single community partner across four courses in different concentrations. Faculty members will share their methods for adapting Service-Learning techniques within a specific curriculum, at different developmental learning levels, in a Study Abroad format, and online. The key takeaway in the presentation is that Service-Learning remains a flexible, adaptable learning strategy for courses that would seem to be unlikely choices for that educational strategy.

Getting over the Hump: Service-Learning for Faculty Advancement (Panel Discussion)

Panelists: Carole de Casal, Ed.D., Linda Guthrie, Ph.D., John Mark Hunter, Ph.D., Bill Johnson, Ph.D., Nicole Kendall-Arrighi, Ed. D., John David Tiller, Ed. D., Eric L. Vogel, Ph.D., Tennessee State University Moderated by Chip Harris, Ed. D.

Learn how new college faculty can use Service-Learning to improve their classes, provide topics for publication, and about the team at Tennessee State University (TSU) that assists with the process. This panel consists of TSU faculty/administration that have and will continue to serve new faculty as they work toward advancement.

High Impact Practice For Whom?

Terry Silver, University of Tennessee – Martin Chip Harris, Educational Consultant

This workshop will provide participants with a working knowledge of why service-learning is a high impact instructional strategy for early learners, elementary, middle, & high school students and college students. Students and teachers need to understand how utilizing service-learning can impact the learning of course objectives, and values, beliefs, critical thinking-skills, problem-solving skills, personal and professional attributes and skills. In this workshop, participants will gain resources for service-learning implementation, actively develop service-learning initiatives for their school and review the basics of the best practices for service-learning.

“Make a Date” – Interactive Games to Get to Know Your Volunteers, Staff and Co-Workers

Sidney Schuttrow, Tennessee Commission on Aging and Disability

This session will explore fun and unique games to get your volunteers, staff, and co-workers to know each other better. Many of these games are ice breakers that help when a training or meeting is getting a little stale. We will discuss the importance of getting to know the people you are working with on a slightly deeper level, but nothing too personal. Games are a great way to energize a crowd, but sometimes smaller groups work better. This workshop will demonstrate a simple, cheap and creative way to break a large group into smaller groups with ease. The biggest lesson to take away from this session is to have fun while getting to know the people around you.

Making Community Issues Real

Jackie Hansom, Susan Ragsdale, Write Creations Group, LLC

Come learn new ways to tackle a community issue from an experiential angle. Participants will engage in a simulation, and then dig into how the issue impacts others using two different approaches. Investigation, empathy and critical thinking all come into play as the experience shapes the learning. Learn how you can make the investigation phase of service-learning more impactful, as participants connect with an issue in a hands-on way before they dive into fact-finding and action steps.

MurALL: Bringing Color and Creativity with Wall Murals in the Nashville Community

Dr. Michelle Corvette, Clinton Hamilton, Caitlyn Henneberry, Montana Johnson, Bethany Long, Anna Raunikar, Salem Spicka, Belmont University

Murals help build a sense of community which can have lasting effects on all who encounter them and often last 30 years or longer. They help spaces become more welcoming, walkable, and can inspire future generations to explore creativity and color. This service-learning project focused on partnering with St. Thomas Hospital in Nashville to develop, design, and create a series of seven wall murals. The hospital reached out to Belmont's Kappa Pi – Eta Phi Art Honor Society chapter to help promote wellness and health within the hospital walls. As a result of this workshop presentation audience members will be able to understand the background of developing such a collaboration, the designing and implementation of the project, and how the students were impacted by participating in a service-learning opportunity. Activities include hands-on demonstrations of InDesign, Illustrator, and working with wall mural paint processes.

Navigating the Maze of Community Change

Ann Saylor, Susan Ragsdale, Write Creations Group, LLC

How can we teach our young people about social justice, community change, and making an impact? How can we help youth and adults better examine the root causes of community issues, including the privileges, prejudices and powers of various people groups? This session will revolve around an in-depth experiential activity about community change and the tripwires individuals and groups face as they navigate the complexity of life and community systems. We will identify and explore methods to disarm tripwires. Together we will discover how we can truly make a lasting impact through our intentional work in civic engagement.

No Allergies to “Dot Com” For These Cyber Seniors

Savitha Pinnepalli, Chattanooga State Community College

In an age where computers, tablets, and phones are commonplace, there is still a segment of the population who remains cautious about the use of technology and the Internet because they came in on the tail end of the computer revolution. The mission of the Cyber Seniors program at Chattanooga State Community College is to target this gap by creating a service-learning project where student mentors work one-on-one with senior participants. Cyber Seniors Computer Skills Workshop is a free three-hour workshop designed to help seniors feel more at ease when using technology. The IT students will interview each participant to identify their current technology skills and then provide customized computer skills training based on their needs. The Cyber Seniors Service-Learning project is community service where students enrich their academic learning experience, soft skills, and teamwork. Service-learning can transform students into life-long learners and change-agents.

No More Boring Debriefs and Reflections!

Jackie Hansom, Ann Saylor, Write Creations Group, LLC

Would you like to learn innovative ways to process activities with your group? How can you meaningfully reflect on what you've been doing--beyond simple conversations and journaling? After experiencing new methods as a group, participants will jump in to lead their own dynamic reflections and leave with activities they can immediately take back to their own organizations.

The R.A.R.E. Model: A Strategic Action Plan for Building Sustainable Communities for the 21st Century

Audrey Ramsey

This workshop examines the process for developing a sustainable community through collaboration and volunteerism with business, non-profits, education, parents and students. R.A.R.E. is an acronym for research, action, resources and evaluation. The workshop's focus is on RESEARCH that examines the needs of a community and develops an ACTION plan for meeting those needs. By examining the existing RESOURCES, a culture of collaboration is formed to measure or EVALUATE and ensure successful outcomes.

Service-Learning + Social and Emotional Learning = Responsible, Concerned and Civically Engaged Young People

Penny Willis, Lions Quest Lions Clubs International

Out-of-School and After-School programs in the 21st century can nurture both the social and emotional development of young people and foster responsible citizenship skills that contribute to safe and sustainable communities. In this interactive workshop participants will explore how social and emotional learning and service-learning create the perfect opportunity for students to develop social and emotional competence through acts of service that have local and global impact. Participants attending this high engagement and informative workshop will: articulate an understanding of Social and Emotional Learning and the Five Phases of Service-Learning; explore how service-learning facilitates social and emotional learning; and learn strategies for fostering social and emotional competence in young people through service-learning.

Service-Learning and Community Engagement: A Solution for Meeting Community Needs

Carmelita Dotson, Sasha Fallon, Ariana Postlethwait, Middle Tennessee State University

Presenters will describe how they have moved learning out of the classroom into the community by utilizing a service-learning approach. Learning within a service-learning context provides a multitude of benefits for students. Additionally, students' work can serve as a solution, by addressing community/organization needs. Presenters will discuss how such community needs have been met in a variety of ways. By the end of this workshop participants will understand (1) how to implement student-led community-based research projects, (2) how to build partnerships with diverse stakeholders/agency settings, (3) the benefits and challenges of student-led research within a community-based agency, (4) how to utilize projects to support agency change, and (5) future directions in service-learning and community engagement.

Start it Up with a Bang!

Chip Harris, Educational Consultant Terry Silver, University of Tennessee – Martin

Come to this exciting and interactive session to design a Service-Learning class! Participants will come away with a plan to implement Service-Learning for a K-12 or Higher Ed classroom. Attendees are welcome to bring a syllabus from a class they are teaching to use as a model.

Volunteerism: Finding your Passion and Purpose Through Service

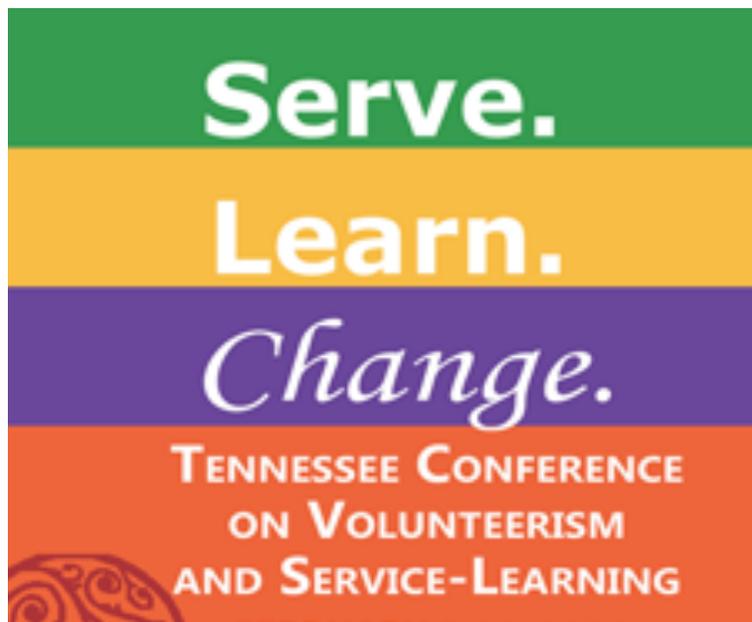
Christine Williamson, Miss Tennessee 2018

Join Miss Tennessee, Christine Williamson, as she leads a discussion and workshop session about what led her to find her purpose through volunteering and service projects. Christine began volunteering in her community during her childhood, long before she was crowned Miss Tennessee, and fostered her love of helping others through finding ways to serve that are personal to her and her family. This year, she travels 80,000 miles as the Governor's Character Education Spokesperson, visiting more than 50,000 school children, in addition to promoting her personal platform of Alzheimer's Awareness and serving as the State Goodwill Ambassador for Children's Miracle Network Hospitals. Join Christine to learn more about what led her to a service-based year as Miss Tennessee, how this journey has shaped her life's mission, and how you can find your passion and purpose by serving your community.

Why Certify? Certified in Volunteer Administration vs. Certified Administrator of Volunteer Services

Andrea Hill, Leadership Memphis

Professional certification signals a commitment to excellence. It confirms that individuals have the knowledge needed to competently attract, onboard and support volunteers. Certification promotes personal confidence, and helps employers hire, verify and reward relevant expertise. (Council for Certification in Volunteer Administration)



Working Together: *Stories to Inspire Change Agents*



Working Together: Stories to Inspire Change Agents #1

Write Creations Group has initiated a series of stories that premiered in the fall of 2018. These stories will be reflections of young people and adults about what they have done and what they have learned through serving others. Some of their stories are showcased along with quotes and reflection activities that can be used in your work. We hope you will be inspired and that the tools will help you're your work fresh and relevant.

Some of the stories of the Working Together series will appear as a regular column in Serve InDEED. Look for the on-going stories in future issues. We hope you enjoy!

Rebecca's Story

Refugees have been pouring out of the Middle East. Civil wars and terrorist are tearing apart countries like Syria and Iraq. Refugees are moving to countries that are incredibly different from their own. They have to learn how to operate in an entirely different culture. It's really hard for them.



My family recently discovered Service Group International, an organization that helps Muslim women refugees. One of their programs that we recently got involved in is called Walk and Talk in the Park. We went to a park and talked with some refugee women. It is fascinating to learn about their country and hear about their lives. The second time we went, we got to play with the refugee children. We played hide and seek, tag and soccer, which is a very popular sport in Iraq.

These women need a friend and this great big country. I have learned so much from talking and playing with people from the Middle East and helping refugees learn about our culture. Like Dr. Seuss once said, "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." I hope these women feel more at home here because of Walk and Talk in the Park.

In Rebecca's story, she participated in a Walk and Talk, a program that allows people to walk in the park with Muslim women. The Muslim neighbors benefit from exercising, becoming familiar with a little bit of their surroundings, practicing their English and getting to know others in their new homes. These acts extend hospitality and help put others at ease in their new home.

Put yourself in their shoes: Have you ever visited a place completely unfamiliar to you? Another city, state or country where you don't know where anything is (store, school, bank...)? Somewhere where you don't know anyone? Perhaps you don't even speak the language? Recall those feelings or if you haven't, imagine what it would feel like to be somewhere where you knew no one. Jot down how it might feel. Navigating a new place can feel exciting and scary at the same time, and it can make one feel isolated and all alone.

Today, think about how you can extend hospitality to others. Greet all you encounter with a smile, a wave, a head nod, a greeting or even a conversation. Look at your school campus or neighborhood with fresh eyes: How can you make others feel welcome? Perhaps you could start a greeting program where a core group of students to welcome new students, show them around the school, introduce them to others, eat lunch together and help them settle in. What can you do to ease the way for others and help them adjust?

Austin Peay's Story

This year, the Austin Peay State University Communication Department celebrates 10 years of Service-Learning courses in their program. Three professors recently shared their most inspirational experiences while working with students on Service-Learning projects. Christina Hicks-Goldston, Mike Dunn and Amy Ritchart teach courses including Media Relations, Public Speaking, and News Reporting.



Hicks-Goldston discussed a student's reflection on working with an online community partner, the National Search Dog Alliance, based in Seattle. "I felt like we experienced more than just helping a partner – we educated the students on the necessity of search dogs," she said. "One of my students wrote, 'I have a much better understanding of the need for a well-organized and widespread group that can be on-call to assist all across our nation...this experience of working with the NSDA has been extremely rewarding. NSDA is a wonderful organization with highly motivated and dedicated members and volunteers.'"

Dunn highlighted the real-world speechwriting experience his Public Speaking students were able to accomplish working for Bethany House II, a drug rehabilitation residential facility for women. He said the residents told their stories to the students, who then wrote stump speeches for the facility staff to use when speaking in public.

Ritchart's News Reporting students partnered with Arts For Hearts, a new Clarksville, Tennessee, nonprofit that was founded by local community activist Rita Arancibia to take art to those dealing with poverty and isolation. The goal is to encourage hope through creativity and kindness. The students developed connections to the community while practicing their communication skills, Ritchart said. Students interviewed residents at the Tennessee State Veterans Home, and then stayed longer to play games in the community room. They worked with youth in after-school programs, painting kindness rocks with inspirational messages and hiding them around town to brighten peoples' days. One of the most unexpected benefits was the camaraderie the students built with each other, Ritchart said. "Not only did they serve as leaders out in the community, but they built friendships with each other as a team," she said. "I still see these students, a year later, volunteering with our partner organization."

Write Creation Group honors APSU on their 10-year legacy of engaging students in service-learning. We look forward to seeing the ripple effect this will have on their community and around the world.

To honor the 10 years of service-learning at Austin Peay, we offer this 3–2–1 Gratitude reflection in celebration.

Have your group sit in a circle with enough space for blank paper to be placed in the middle of the circle. Distribute paper and a writing utensil to each person. Instruct them to put a vertical line of 6 dots along the left side of their paper. For first three dots, ask them to write down 3 things they are grateful for about serving others. When they're done, they should put their paper upside down in the center of the circle and take another person's paper. Then, they read what that person wrote and add 2 more things they were grateful for from serving others to that paper. Repeat process one last time getting a new paper. (The idea is that reading what others are grateful for might inspire or remind people of other things they are grateful for). When done, have people call out gratitudes that strike them from the current paper they're holding, then, debrief.

- As you thought about the things you are grateful for from being able to serve, what stood out?
- What were some of the little things you were grateful for that meant a lot? What were some of the big things? What people came to mind?



Jacob's Story

I was in Puerto Rico two years ago for a mission trip. While there, my group was tasked with helping a church put on a vacation Bible school in the small suburb of Guaynabo. The whole week of the trip we were swamped with young kids running about, playing games, and having a good time.

During the Bible school, members of our group had one-on-one moments with some of the children. A portion of them did not speak English, so, while we helped them with a craft or tying a water balloon, members would teach them a few basic words. The kids were eager to learn, so much so, that they forgot what they were doing and they only conversed with our group members in broken English. The kids loved it and you could tell. Towards the end of each day, the children would be running about speaking the new English words or sentences they had learned. It was heart-warming to see their new found interest in words that they did not know before.



I noticed something with that experience; we used a small thing, a simple thing such as communication to impact lives. The interactions our members had with those kids were small and, in truth, fleeting. However, the fact that we took time to indulge in the small things, like the exchange of simple words, built connections between us and the children. Likewise, they were more open to our being there despite the fact that we were foreigners in their native home. I believe those relationships our group constructed impacted those children to this day. That impact happened because we took a moment to make the small things count.

After that amazing week, I pondered the thought that maybe small things do change the world. And the moment we realize that a simple “Hello” or “Gracias” can change a life the closer we, as a society, can move toward more effective change.

Jacob found that language doesn't have to be a barrier. Connections run deeper. Flip the experience Jacob had. What about those who come here and are trying to learn to acclimate to our culture? Put yourself in their shoes. Have you, like Jacob, ever visited a place completely unfamiliar to you? Another city, state or country where you don't know where anything is (store, school, bank...)? Somewhere where you don't know anyone? Perhaps you don't even speak the language? Recall those feelings or if you haven't, imagine what it would feel like to be somewhere where you knew no one. Jot down how it might feel. Navigating a new place can feel exciting and scary at the same time, and it can make one feel isolated and all alone.

Today, think about how you can extend hospitality to others. Greet all you encounter with a smile, a wave, a head nod, a greeting or even a conversation. Look at your school campus or neighborhood with fresh eyes: How can you make others feel welcome? Perhaps you could start a greeting program where a core group of students to welcome new students, show them around the school, introduce them to others, eat lunch together and help them settle in. What can you do to ease the way for others and help them adjust?

THE TENNESSEE AFTERSCHOOL NETWORK EMBRACES SERVICE-LEARNING

Chip Harris, Ed. D
Bill Johnson, Ph.D.



“The Tennessee Afterschool Network (TAN) supports children, youth, families and communities by advocating and building capacity with a unified voice for sustainable investments in safe, healthy and nurturing afterschool experiences.... Afterschool and summer learning programs offer enriching activities that spark kids’ interest in school and learning. Teachers say students in afterschool programs show more interest in class, behave better and are more likely to complete their homework assignments.” (Tennessee Afterschool Network, n.d., TAN Brochure) TAN offers both afterschool and summer programs for youth across Tennessee. The TAN programs focus on hands-on learning and “give students new opportunities to explore possible careers, connect with local businesses and gain employability skills”. (Tennessee Afterschool Network, n.d., TAN Brochure). One of the activities used by the Tennessee Afterschool Network is Service-Learning.

Service-Learning has many definitions. Johns Hopkins University in Baltimore, MD says, “Service-learning is a structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens.” (Johns Hopkins University, n.d.). The Tennessee Department of Education defines Service-Learning as a “form of experiential learning where students develop knowledge and critical thinking skills while addressing genuine



community needs.” (TN Department of Education, n.d.) Regardless of specific definition Service-Learning provides a learning experience for students to work in teams, to solve problems, to address issues that are identified community needs. “Participation in Service-Learning, as an instructional strategy, creates a connection that offers the community solutions to often un-met needs.” (Silver & Harris, 2009,)

Service-Learning is a flexible approach, easily adapted to different age levels, community needs and curricular goals. Projects can engage entire schools over an academic year or involve a small group for a short period of time. Examples of age appropriate Service-Learning could include:

Elementary School: Fifth graders tutored younger students in reading over the course of a school year. The project included language skills for both younger and older students and helped the tutors develop their organizational and leadership skills.

Middle School: A middle school science class studying pollution and disease worked with the Environmental Protection Agency to learn about the dangers of radon and how to test for it in homes. To educate the community on hazards, testing and cleanup, students created an infomercial to share with local schools and community groups.

High School: Tackling discrimination against HIV-positive people, tenth graders wrote skits that drew parallels between the treatment of people living with AIDS and racial discrimination. They built sets, made costumes and programs and performed their work for the community. (NYLC, n.d.,)



Tennessee parents strongly support afterschool:



86%

support public funding for afterschool

78%

say afterschool helps them keep their jobs

62%

say afterschool excites kids about learning

78%

say afterschool reduces the likelihood that kids will engage in risky behavior

Service-Learning, if conducted properly follows eight Standards for Quality Practice developed by the National Youth Leadership Council (NLYC).

The Standards for Quality Practice

Meaningful Service: Service-learning actively engages participants in meaningful and personally relevant service activities.

Link to Curriculum: Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Reflection: Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Diversity: Service-learning promotes understanding of diversity and mutual respect among all participants.

Youth Voice: Service-learning provides youth with a strong voice in planning, implementing and evaluating service-learning experiences with guidance from adults.

Partnerships: Service-learning partnerships are collaborative, mutually beneficial and address community needs.

Duration and Intensity: Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Progress Monitoring: Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results of improvement and sustainability. (NLYC, n.d.,)

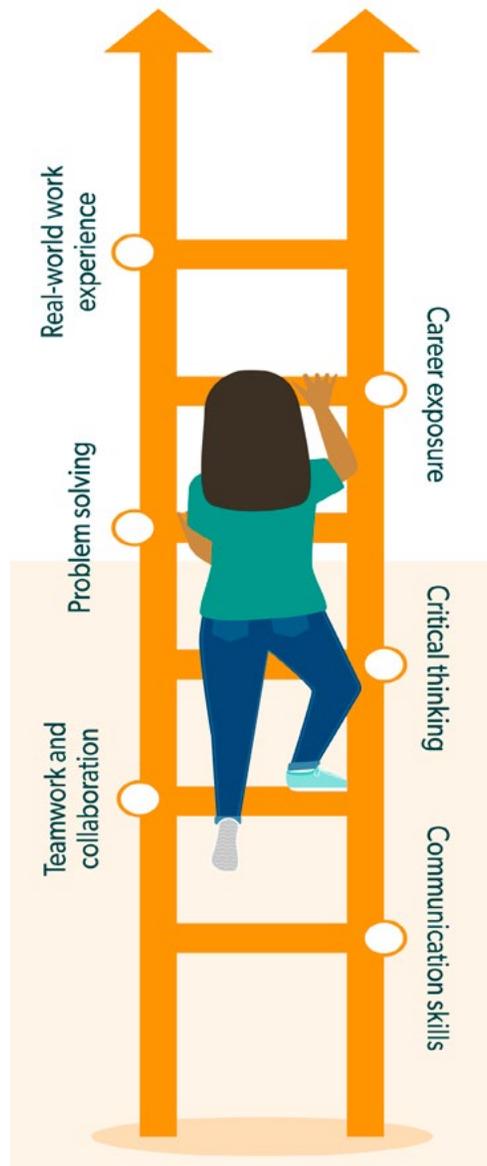
Generation On, in their resources and tools for teachers webpage (<https://www.generationon.org/page/why-service-learning>) remind us of the benefits of Service-Learning to students, schools, and communities, they are:

Benefits of Service-Learning

Students Gain:



- **21st century skills:** critical-thinking, problem-solving, leadership, decision-making, collaboration, and communication
- **Real-world experience** connected to academic subjects.
- **Greater sense of the purpose for learning.**
- **Deeper understanding of themselves and empathy and respect for others.**
- **Opportunities to explore skills and interests and to network for career readiness.**
- **Guided practice in taking action as socially responsible global citizens.**
- **Increased self-efficacy** as they address community needs.



Schools Gain:



- **Deeper connection between academic knowledge and real-world applications.**
- **Increased pro-social behavior and student engagement.**
- **An effective drop-out prevention strategy.**
- **A focus for school improvement.**
- **Improved school climate.**
- **Positive school-community relationships.**

Communities Gain:



- **Energy and creativity of youth in addressing community needs.**
- **Opportunities to build positive relationships between community members and schools.**
- **New perspectives on youth as assets, not liabilities.**
- **New generation of caring and experienced citizens, activists and volunteers - tomorrow's civic leaders.**
- **Increased public awareness of key issues.**



There are six steps to develop a proper Service-Learning project/activity. The steps are known by acronym *IPARDE*. The steps are:

1. I is Investigation:

The investigation step uses the students' knowledge to research their community to identify a specific need. (Harris & Silver, 2015) The students will work together to not only identify resources in their communities but also to identify the talents they collectively have to use in their service. (Cote, Lorn, & Liptrot, 2009)

2. P is Planning:

Students will increase their involvement in the project by analyzing the problem that was identified and making decisions about a possible project to address the problem. (Harris & Silver, 2015) Through this collaborative process with school staff and community partners, the plan for the service is developed. (Cote et al., 2009)

3. A is Action:

This is the stage where the students take their action utilizing direct service, indirect service or advocacy. (Cote et al., 2009) "The action steps allow the students to apply the skills learned in the classroom in a real setting that is also a safe environment". (Harris & Silver, 2015,)

4. R is Reflection:

"While Reflection is an instructional strategy in itself, it plays a very important role in the Service-Learning process. When used properly Reflection is conducted before, during and following the service activity." (Harris & Silver, 2015,)

5. D is Demonstration:

"Once the service experience is over and well reflected upon the students should show to their stakeholders and the general public what happened and the difference it made to the community" (Cote et al., 2009,)

6. E is Evaluation:

In a traditional classroom, evaluation is associated with the grade awarded to the student. In the case of Service-Learning it is important to grade the learning; not the service. In a non-traditional classroom, evaluation is the time used to review the reflection of the entire project and make specific plans for repetition and/or improvement.

In the spring of 2019, the Tennessee Afterschool Network received a Service-Learning grant from NYLC. The grant was used to pilot Service-Learning training in three of the TAN centers in the state. The centers that participated were Knoxville, Greeneville and Memphis. TAN personnel from numerous of the sponsoring agencies came together for specific training conducted by trainers from Volunteer Tennessee. The trainers provided an overview of Service-Learning including the Quality Standards and the IPARDE process. The participants were then grouped to develop a project that could be implemented in their summer program. The focus identified by TAN for the projects was the opioid crisis in Tennessee. Numerous ideas were developed as potential projects for the summer of 2019.

This article is designed to be the first in a series of articles. The subsequent articles will review the activities conducted by the TAN providers who received the training, in their summer 2019 programs. Watch for those updates in future articles in ServeInDEED.



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ENGAGING TEACHER CANDIDATES IN A FAMILY LITERACY PROGRAM

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Introduction

Studies indicate that family involvement is associated with numerous benefits for children and reveal that families play a critical role in their children's literacy development (Chance, 2010; Larocque, Kleiman, & Darling, 2011). While the powerful role of family influence in literacy education has been asserted, this is often not evident to teacher candidates (Falk-Ross, Beilfuss, & Orem, 2010).

Research supports the idea of bringing families and teacher candidates together in the early stages of university coursework (Ceprano & Chipola., 2012; Rosenthal, Bonafe, & Lebron, 2014). Professors who have collaborated with schools and families to create learning opportunities for candidates have seen a shift in candidates' attitudes about family involvement and cultural awareness (Ceprano & Chipola, 2012). After these events, students have shown an increase in their capacity for engaging families with a larger bank of tools for supporting teacher-family interactions (Rosenthal, Bonafe, & Lebron, 2014).

Therefore, a real need exists to provide candidates with experiences which underscore the importance of family-teacher interactions in our increasingly diverse world. Today's teachers must be able to effectively collaborate with families from different cultural, socio-



economic, and ethnic backgrounds in order to honor the funds of knowledge that families possess and foster optimal learning experiences for children. Family Literacy Nights provide this opportunity for education departments. In the following section, a sample outline of how one Family Literacy Night was implemented is shared.

Pre-Planning

A K-5 Language & Literacy course was chosen to collaborate with a Title 1 elementary school and Read to Succeed (local literacy organization). The initial planning meeting included the university instructor, a Read to Succeed representative, and the school principal and literacy coaches. Appendix A contains a planning document that can help guide this meeting.

It was decided to invite all school families to celebrate all the different cultures represented within the population. In light of the rich school diversity, the selected featured book chosen was *Whoever You Are* by Mem Fox. The program activities would include 1) dinner for the families and candidates, 2) literacy activities lead by the candidates, and 3) free copies of the featured book for the children and additional free books and resources for the family members along with any created materials.

Planning

After being introduced to the featured book, teacher candidates researched possible activities for the night. Small groups were formed, and after much

discussion, nine activities were selected: passport, photo station, icebreaker game with world beach balls and a continent song, read aloud with discussion, musical chairs with music from different cultures, family booklet, picture frame art activity, and saying hello in different languages.

Next, candidates were divided into activities teams which involved a great deal of teamwork because they were responsible for working together to create the materials list, set of directions, and assembling all of the materials for their activity which would be used in all of the rooms. After working through that process, room teams were then formed who would be responsible for facilitating the activities. Again, teamwork was crucial because the candidates had to negotiate how to lead and facilitate each activity. Both teams had to provide specific plans to the instructor for review.

Implementation

Arriving in tourist apparel, the candidates introduced themselves to school personnel and began room set-up for the activities. Then they assembled in the cafeteria to assist Read to Succeed staff with meal preparation and the family photo station.

University and school personnel greeted and checked in families at a registration table. The children were given a "passport" with all of their designated stations for the night – meal, literacy room, book table, etc. As they arrived at each station, their passport would be stamped (stickers!).

After check-in, the families entered the cafeteria to enjoy a pizza meal. During this time, no more than two teacher candidates were allowed to sit together in order to encourage conversation with the families at the tables.

Because of different arrival times, teacher candidates returned to their assigned rooms early to greet families as they entered. If numbers allow, partner teacher candidates in each room while implementing the lesson plans. This builds confidence in new candidates as they learn to navigate students and families for the first time. After all families arrived, the candidates began the read aloud followed by the other activities. The children left the rooms with a copy of *Whoever You Are* and any created materials. Candidates then assisted the families with picking out books for all family members in the cafeteria and then returned to clean up their classrooms. Table 1 summarizes the components for planning a family literacy event with teacher candidates.

Student Reflections

From start to finish the Family Literacy Night allowed teacher candidates to experience a complete tapestry of literacy learning that involved lesson planning based on standards and themes as well as implementation of the lessons with families. These candidates had to do the heavy lifting both academically and socially as a practicing teacher does every day. This differs from many other university learning experiences for candidates as it gives them opportunities to gain confidence and understanding in practical lesson planning as well as the application of working with students and their families. Table 2 shows a few candidates' reflections on different parts of the literacy event.

Conclusion

A continuing concern for education departments is how to more closely align course work and field experiences to better prepare teacher candidates to understand the importance of family literacy and family-teacher interactions. It seems that having teacher candidates plan and participate in a Family Literacy Night provides such an avenue!

Table 1

Steps for Implementing a Family Literacy Event with Teacher Candidates

Step One	Identify school or community partner
Step Two	University instructor meets with school leaders to plan a theme and choose texts based around standards.
Step Three	In the university classroom, teacher candidates lesson plan based off the texts and standards.
Step Four	In the university classroom, the teachers get in groups to identify and organize materials and implementation of each activity. Make sure materials are divided up appropriately by room. Organizing materials in baggies for easy distribution and access is recommended.
Step Five	Candidates arrive early the night of the event to set up the classrooms. Candidates take a picture of the classroom in order to put back in place. Allow candidates to work in pairs.
Step Six	Candidates and families eat dinner together.
Step Seven	Candidates implement activities with families in designated rooms.
Step Eight	Clean up and put the room back to its original condition.

Table 2

Teacher Candidates Responses to Family Literacy Night

Family Literacy Night Component Teacher Candidate Exemplar Quotes

Planning the Event

"I feel that I learned a lot from working with other future teachers and planning for these children."

"One of the things I thought was interesting and beneficial that I learned from this night was differentiated instruction. We had planned to have the same grade level of children, but as the night went on we realized we should adapt what we are doing to cater the needs of everyone in the room."

Implementation

"I was really nervous, and I think it was because the parents were going to be there with the students, but we as a group did great and the students that we had plus the other two that were in and out of the room enjoyed what we did. One of the little girls did not even want to go home. That is when I knew that we had done a good job."

"This was quite the learning experience for me. I learned how to approach students that don't really want to be there or do the activity. I also learned how to handle the parents that are a little too involved as well as the parents that could put in a little bit more of a conscious effort."

Impact

"It was so much better than just learning in the classroom. It was real world experience and was a really great practice for teaching a simple lesson and interacting with the parents. I loved to see how the students interact with their families and how they act when they are with their families."

"I have not had many opportunities to work with people with cultures much different than mine, so for me this was invaluable."

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I PLEDGE 

MY HEAD
TO CLEARER THINKING

MY HEART
TO GREATER LOYALTY

MY HANDS
TO LARGER SERVICE

MY HEALTH
TO BETTER LIVING

FOR MY CLUB, MY COMMUNITY, MY COUNTRY, AND MY WORLD.

OUR HANDS TO LARGER SERVICE: The Role that Service-Learning Plays in 4-H



Peer Review

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An overview of Extension and 4-H Youth Development

Cooperative Extension is the outreach unit of the United States Department of Agriculture, the land grant institution in each state, and the local county government ("Extension", 2016). Cooperative Extension employees deliver research-based information to the community in four subject areas: agriculture; community and resource development; family and consumer sciences, often referred to as home economics; and 4-H youth development.

This organization has a national reach with 74 land grant universities and 3,150 county offices (Extension, 2015).

The 4-H program, one of the four subjects areas organized through Cooperative Extension, is the official youth development outreach program of the land grant system. This program serves more than 7 million youth in grades 3 to 12, both in the United States and in more than 50 other countries around the world (4-H.org, 2015). Since its inception, 4-H has emphasized the importance of young people being civically engaged and developing life skills in order to become caring and productive citizens. The 4-H program provides educational opportunities for students through experiences in science, citizenship, leadership, healthy living, and agriculture (Lauxman, 2015).

According to Dr. Dwight Loveday, interim assistant dean and state 4-H director with the University of Tennessee Extension, an assortment of delivery methods are used within the 4-H program to serve youth in rural, suburban, and urban environments. These methods include classroom based 4-H club meetings, afterschool educational programs, project groups focused on one particular 4-H project, and community-based clubs (H. D. Loveday, personal communication, October 1, 2018). These delivery systems allow students to receive educational training that furthers their life skill development.

Tennessee 4-H has influenced the lives of more than four million young people in this state since its beginning over a hundred years ago. The cause for this broad impact is that 4-H provides

educational experiences that help young people gain knowledge, develop life skills, live healthy lives, make intelligent career choices and form positive attitudes. These are values young people will rely on throughout their lives (H.D. Loveday, personal communication, October 1, 2018).

Service-Learning in a Community Setting

According to the Corporation for National and Community Service, service learning is a method by which students or participants learn and develop through active participation in thoughtfully organized service that:

- is conducted in and meets the needs of a community;
- is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and
- helps foster civic responsibility; and that:
- is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
- provides structured time for the students or participants to reflect on the service experience (Stewart, 2018).

In community settings, community service and service learning are often used

interchangeably. Though they share components, they are not the same. Service is the act of serving: such as a helpful act. Learning is the acquisition of knowledge or skill acquired by instruction or study. Community service is work that is done without pay to help people in a community ("Merriam-Webster dictionary," 2018).

Community based organizations, which hold opportunities to participate in service learning experiences, can be found in every county throughout the United States of America. These community organizations include, but are not necessarily limited to, community-based youth development organizations and after-school programs, Social service, health care, and other nonprofit providers or associations that engage youth, and faith based organizations (Roehlkepartain, 2009). For the purposes of this article, emphasis will be placed on the existence of service learning experiences in the 4-H Youth Development program.

Service Learning in the 4-H Program

The Tennessee 4-H program recognizes an eight-step process for a project to be considered a true service learning experience. County 4-H agents, volunteers, and 4-H members are encouraged to follow these in developing and implementing local service learning experiences. These steps include:

Youth Voice and Planning

Engaging young people in the process provides more ownership and greater opportunities for learning.

Community Need and Voice

Service learning projects should meet real community needs. Community members should be actively engaged in the needs assessment.

Learning Objectives

Youth should realize their learning expectations through their service. Construct objectives of what youth will learn on a personal, social, and intellectual level.

Orientation and Training

To maximize the learning experience and provide the best possible service experience, youth must understand all aspects of the service-learning project: organization, challenges, expectations, atmosphere of site, project specifics, etc .

Meaningful Service

A service experience that is successful in nature necessitates thoughtful planning and implementation.

Reflection

Youth and adults should utilize critical thinking skills to fully examine the service experience. This reflective process helps youth to grow on a personal, social, and intellectual level.

Evaluation

Throughout the service experience, not just at the conclusion, youth and adults should analyze the process and the impact of the service.

Celebration and Recognition

Participants should be celebrated and recognized for providing a valuable service to the community. A celebration can bring closure to the project. (Mantooth, 2003)

Each of these components of service learning are crucial and one component is no more significant than the other is.



EXTENSION
INSTITUTE OF AGRICULTURE
THE UNIVERSITY OF TENNESSEE

TENNESSEE
STATE UNIVERSITY
Cooperative Extension



Example

Opportunities for 4-H members to fully engage in a true service learning experience can often be challenging. Constraints such as time, access to adequate resources, and proper training and knowledge are factors that may prevent service learning from occurring. However, when all pieces are in place, meaningful, engaging, and mutually beneficial experiences occur. One example includes the service project at the annual Southern Region 4-H Teen Leadership Conference, a multi-state leadership development event that provides an outlet for leadership and citizenship development, public speaking training, and serves as a venue for a service experience.

Teen planning committee members for the Southern Region 4-H Teen Leadership Conference were tasked with identifying a service project that would: 1) have substantial impact on the community and 2) teach them leadership and organization skills, and 3) require them to work together as a team to complete. The teens worked with local community leaders to assess the needs of the East Tennessee community, discussed these needs as a team, and, with requested input from the adults, chose a project. They found that youth who were taken into the state foster care system often lacked necessities for their situation. This included toys, games, markers, crayons, and small blankets –items that could help the children escape from the reality of their difficult situation. Participants participated in a pre-flection and training session prior to their experience. 4-H SRTLC participants collected money and traveled to a local Wal-Mart to purchase items intended for these foster care children. The teens reflected through group discussion and by hearing stories from local foster parents. Following the project, the planning team evaluated the success of the project for planning purposes for future conferences. The group celebrated their accomplishments by hosting children currently in foster care for a meal and dessert. The project was so successful that it has been replicated in many states around the southeast.

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TURN YOUR PASSION INTO ACTION

Have you found your spark but are lacking the tools to move forward? This workshop is for you. It will teach you how to turn your passion into action! The ambitions we have as individuals are what motivate us daily in achieving our goals. However, pursuing our vision is at times difficult and frustrating. In this workshop, participants will not only identify their passions, but will also find paths to achieve them. This session will be led by youth who are active leaders in the community. Participants will engage in fun activities and discussions, learn how to mobilize others, build their own teams, and participate in problem-solving scenarios when faced with challenges. This workshop is interactive as it focuses on the specific steps to act on these objectives.



Haley Harris
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Introduction

In the spring of 2018, eight high school student-leaders led a leadership seminar at the Tennessee Volunteer Conference. Their workshop was met with resounding success, but few knew that at the beginning of the prior school year, those same eight student leaders were struggling themselves to discover how to be strong leaders in a Leadership and Service class at the University School of Nashville. Looking back at this workshop, one can rightly assume that its success was due to the students' compilation of

their class' creative leadership exercises. By having real students choose what they felt was most helpful in their path to becoming extremely successful student-leaders, the content became relatable and extremely well received by the Youth Track attendees.

A Student Driven Workshop

Many of the presenters of the workshop "Passion Into Action" were not first year attendees of the volunteer conference. The presenters, when planning their workshop, knew they wanted to do something totally interactive in order to engage the participants. The students also felt that they wanted to present on something beyond the concept of "discover your passion." As students, they knew how to keep youth engaged in the workshop. More importantly, they understood some of the more prevalent issues youth leaders faced. With this first-hand knowledge, the presenters set out to create something purely for youth—an innovative and engaging workshop that facilitated self reflection and self

discovery. Before the creation of the workshop, the group defined six learning objectives as most important for a student leader:

1. Be able to identify your passion.
2. Be aware of your traits, skills, and weaknesses as a leader.
3. Learn how to build a productive team.
4. Learn how to make connections through networking.
5. Understand the steps to take to have a successful outcome.
6. Know how to tackle obstacles in the way of your success.

The Workshop

Built around these six learning objectives, the workshop opened with an icebreaker where people in the room shouted what they thought the characteristics of a leader were. Everyone was then instructed, whether they said one out loud or not, to write this characteristic down on a notecard. This note card would serve as an anchor for the participant to develop strategies for their action

plan during the rest of the presentation. Next, people were asked to think about what their passions might be and write them down. Hung around the room were five posters with core identifiers (community engagement, education, arts/music, environment/animal, and social awareness) under which most passions would fall. Students sorted themselves into groups depending upon which identifier they felt their passion corresponded. These groups not only encouraged movement and focus, but also allowed youth to connect and mingle with other students that shared a similar passion. In their groups, time was allotted for discussion of their passions.



Then, in the same groups, came the Elevator Spiel, a 20-40 second summary of one's passion and his or her plan of action. In those few seconds, it is the participant's task to convince someone that what they are doing matters and that they should join in the cause. By doing this exercise, students would be able to respond to one of the hardest problems that youth leaders face--convincing other youth or administration to help with their cause or join their club. It is important to complete this exercise in smaller groups in order to have more people complete their spiels in a shorter amount of time.

After most students had time to say their elevator spiel to the group, they returned to the tables to begin the next activity which focused on building a productive team. Students received a handout that had definitions of different leadership roles. These roles were displayed on posters hung around the room. Students had four post-it notes: two green and two pink. The students then placed the two

pink post-its under the characteristics that they felt were their strengths and the two green post-its under the characteristics that they felt they could use improvement in. The distribution of color under each poster exhibited the importance of a collaborative team, all with different strengths.

Then students were given multiple scenarios of possible obstacles that leaders face when promoting their passions. Each group had a different scenario that they discussed and then performed in a theatrical skit to show how they would handle such a situation.



Workshop Outline

- Icebreaker
 - People go around and say a characteristic of a leader.
 - Everyone writes their leadership characteristic on a note card.
- Finding Your Spark
 - People think about what passions they have, and write them on a notecard.
 - Finding people who have similar passions (clumping up and forming)
- While they are putting themselves into groups, they can be introducing themselves to others as well.
 - Elevator Spiel Activity
 - Each passion group works together to develop an elevator spiel.
- Then, number off the people in the similar passion groups so that they can share with people of other passions.
- Building your Team
 - Attendees identify their strengths and weaknesses as a leader
 - Participants think about who else they need to succeed?
- Facing Roadblocks
 - People split into small groups again to collaborate on the common roadblocks that leaders face.
- Reflection (Notecard review)
 - Participants write on the notecard:
 - Their passion
 - Their strength
 - Their weakness
 - Three steps to go forward

These scenarios promoted critical thinking among the students about how to handle real life struggles in leadership. Students were also asked to assess their motivation for being a leader using a motivational analysis worksheet. After all the students had assessed their strongest motivation, the consensus showed that all three motivations were nearly equally distributed among the attendees.

Finally, a reflection on the entirety of workshop was held. Students referred back to the notecard on which they wrote their characteristic as a leader. Attendees wrote on their notecards what passion they identified with, their strength and weakness that they discussed, and three steps that they would like to do to go forward in pursuing their passion. This ending to the presentation encouraged not only reflection on what had been discussed, but also forward thinking and application of the concepts highlighted in the workshop.

After the workshop concluded, students continued to discuss with each other their service interests. The interactivensness of the presentation opened a dialogue among the youth that was evident throughout the rest of the conference. By incorporating various, collaborative exercises, students were able to discuss multiple perspectives and situations.

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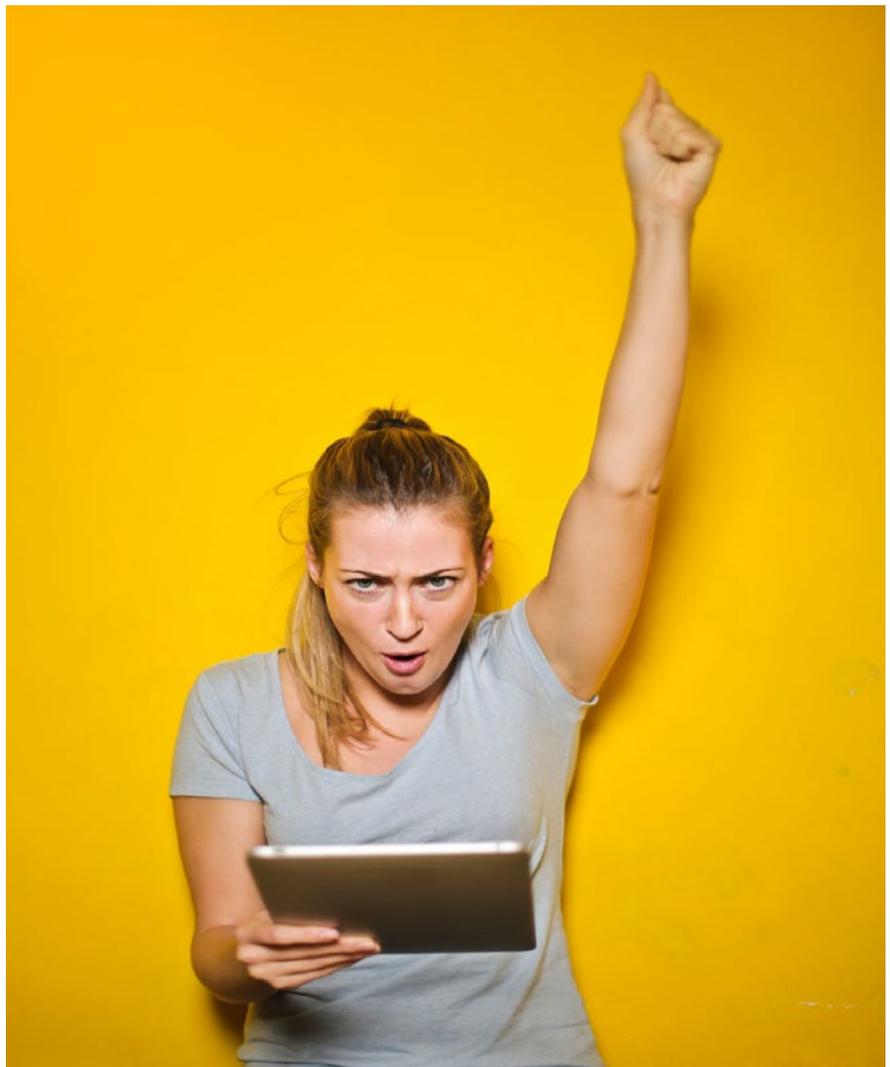
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Inspiring Change

Turning ideas into action



SERVICE-LEARNING FOR ELEMENTARY AND PHYSICAL EDUCATION PRESERVICE TEACHERS



Peer Review

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For centuries teachers have used physical education games, skills and movement activities to facilitate learning. The American psychologist Howard Gardner (1983) called this “using the kinesthetic intelligence”, the Pioneer dance education Margaret H’Doublar (1921) referred to the use of dance, games, and play as “kinesthetic learning”, and the “grandfather of physical education” Johann Christoph Friedrich GutsMuths (1793), with his theory of “natural education”, and the father of pedagogy, Johann Heinrich Pestalozzi (1797) with his motto of “Learning by head, hand and heart” both focused on using movement as the utilitarian core for educating youth. Active and participative learning through movement as a central tenet for teaching has long been established, in fact, the “learn by doing” or “hands on learning” credo is a derivation of this tenant of movement as practicum where students must apply theory in conditions and must practically face situations and then describe their experiences.

The late N. L. Gage, former Stanford University Professor, and one of the foremost contemporary exponents of the science of teaching, has spoken convincingly of the need for an accumulation of what he referred to as “tools of the trade”.



Other professions and crafts give their practitioners whole arrays of techniques, instruments, tools, devices, formulas, strategies, tactics, algorithms, and tricks of the trade... . But, in teaching we find relatively few of these ways of making complex tasks more manageable. Teachers are expected to rediscover for themselves the formulas that experienced and ingenious teachers have acquired over the years. Each generation of teachers benefits too little from the inventions of its predecessors. Too little of the wisdom of the profession gets saved and passed along for the benefit of the novice. What teaching needs– if it is to be improved in the hands of ordinary persons, who are not geniuses, or inspired artists, and if it is to be improved with resources at a level not inconceivably high – is a much more abundant and helpful supply of “tools of the trade”. (N.L. Gage,1972, p195)

Daryl Siedentop, professor emeritus of sport and exercise science at the Ohio State and internationally recognized expert in physical education notes: *It is clear that the tools of the teaching profession will not be developed with prospective teachers sitting behind desks in a university classroom. There is much value to be learned in such environments and much that is ultimately necessary to good teaching. But the actual skills of teaching can be learned only in an environment that is as similar as possible to the environment within which those skills will be used, that is , in schools, with kids. (Siedentop, 1976)*

The magic that is supposed to turn classroom theory into meaningful teaching skills goes under the umbrella label of “field experience.” Many teacher education programs are described as innovative and relevant because they saturate prospective teachers with great quantities of field experience. While this has been touted as a move in the right direction, it would be folly to assume that it solves the problem. George Denmark has struck through the facade of field experience rhetoric to the crux of the problem. *“There is no magic in field experience. It is not meaningful simply because it is ‘out there’. Rather it is meaningful as it is carefully planned, structured, interpreted, and linked with theoretical or foundational studies.” (Denmark 1973, p.10)*

The adage, “we learn from experience,” merely suggests that in order to learn a skill it necessary to come in contact with the environment within which the skill will be used. But contact with the environment is no guarantee that learning will take place, nor is it any guarantee that what might be learned will be appropriate to the development of a better teacher.

For field experiences to be useful they must be conducted within the same basic framework as any purposeful learning experience. Clear goals must be established. The teacher education students must have ample opportunity to work toward the accomplishment of those goals, and must receive consistent, clear feedback about that progress. The issues cannot be

evaded. It is no longer sufficient to send prospective physical educators into a field experience (or a simulation of one in a methods class) and expect that by some magical process of osmosis they will assimilate all there is to know about good teaching.

As noted nearly fifty years ago by teacher education leaders like; Nate Gage, Daryl Siedentop, George Denmark, and many others, the physical education experience is different, yet we continue to repeat that same ill-advised simulated and unstructured field experience for our pre-student teaching teacher candidates. It is important that we physical education teacher trainers come to grips with the remembrance, that unlike the “traditional” classroom environment – with students’ confined to desks and defined workspaces and close room bounding walls, physical education activities take place in the “free space”- typically a relatively unbound gymnasium, blacktop area, or large field space. This “unconfined” environment introduces significantly different challenges to group instruction not presented to the “classroom bound” teacher. As such, physical educators must plan for and implement additional pedagogical techniques to address the many distractions and interferences, both environmental and psychological present in large space – large group instruction. Sims & Sims (1995) remind us that *“it is important to plan for and create - intentional learning episodes and skill development opportunities and to effectively manage the students”* during these kinesthetic learning activities, such that learning can actually occur.

Beyond the “classroom teacher” training experiences, the beginning physical educator must intentionally plan and practice; 1) an “outside voice” loud enough and direct enough to offset the spread of the students, the wind conditions, the reverberation of excited students voices, and even the noise of nearby traffic, 2) the positioning of the teacher so that the direction of the sun or brightly lit windows are not in the faces of students, 3) the positioning of the teacher and the gathering of students into a formation where “all can see” and “all can hear” instructions and demonstrations of skills, 3) the efficient and effective distribution of equipment,

4) the intentional and efficient transitions and movement of students from an instructional formation to a skill practice or game formation, and then back to close group formation for a review and closure sessions and then ultimate “controlled travel” formation back to the classroom, 5) teacher positioning and travel such that appropriate feedback, individual student skill assessment, cuing, correction, reinforcement, and praise, can occur in a timely manner for each student, 6) ensuring that the teacher is able to maintain clear sight lines that facilitate viewing the entirety of the class and play (instructional) area with vigilance and student safety paramount in the teachers mind.

Just as in traditional classroom teacher preparation courses, physical education teacher education students learn the skills of curriculum mapping and lesson planning, writing objectives, structuring instructional elements to meet benchmarks and standards, scaffolding and establishing the pacing of the individual lesson episodes of skill development, practice and validation. What differs is the size and quantity of materials (equipment) its method of distribution and its collection, the vast amount of space to be used, the grouping, formations and transitions of students for each different element of the lesson’s instructional episodes, and the difficulty of effectively practicing these pedagogical and management skills in a setting that accurately portrays the “real world”, in an unbound - unrestricted - free space - high energy - easily distracted typical physical education class environment. Learning the skills and techniques required to be successful teaching in this “non-desk-bound” classroom environment cannot effectively be acquired, nor mastered, through simulation, small group “peer” practice, or video observation, it requires the “high risk” real chaos of 35-100 students set free from their desks, outside on a field, or untethered in a far walled gymnasium or multipurpose room. This is the problem faced by physical education teacher preparation programs... where do you get 100 same grade level children to practice your teaching and class management skills on without creating chaos in a school, and at the same time create a “safe space” for physical education teacher education students

to “try new things and both succeed and fail” so that they can reflect and learn from each, prior to the deep-end dive of student teaching. The use of summer camps can provide just such an opportunity, given that the environment and conditions are properly structured.

Description Of The Class

HPSS 3100 Concepts of Games and Play is a required course for the elementary education and physical education/ health education teacher. The course is designed to offer teacher candidates a practical understanding of physical education and movement based learning theory, and to expose students to the multitude of fundamental movement skills, leadup games and activities, focusing on proper scope and sequence of developmental skills practice with exploratory experiences, the selection of appropriate lead-up activities, organized games (for classroom, gymnasium, and outdoors), skill refinement drills, and self-testing activities (scaffolded challenges) for use in elementary education and middle school physical education. A study of factors that make up desirable elementary and middle school physical fitness-health- and wellness programs are also covered.

The primary focus of this course is for the elementary and physical education teacher candidate to learn to: create standards-based activities and leadup games that are meaningful, compose developmentally and teach appropriate lesson plans that include a developmental analysis, skill and content development, and assessment. Students are expected to be able to demonstrate effective teaching techniques that include grade level appropriate instruction, student observation, ability to efficiently direct students in changing tasks and locations appropriately, and to accurately conduct assessments will benefit the students and guide teachers in their classroom, be it traditional, gym space, blacktop, or field.

Service-Learning Method

The primary intention of integrating service-learning into our classes and create rich service-learning experiences at TSU is to provide students with the structured opportunities to realize academic learning objectives through

participation in community service and to connect theory with experience and thought with action. A secondary, but intentional, value added benefit to this project was to build capacity in the communities through reciprocal partnerships and to deepen our relationships within Metro Nashville Public Schools.

The Direct Service-Learning method, where student work directly with the people who benefit from the service was selected as the most appropriate mode for implementation in this class. In this case, the beneficiaries were students attending Elementary schools in Metro Nashville Public Schools and their certificated teachers.

We believe that: TSU students, as future leaders of our community, deserve a real-world education that inspires social responsibility, cultivates respect for diversity, and encourages compassion for all; TSU should be a responsible, engaged member of the local community; and that academic learning is strengthened by engaging in meaningful service and reflection.

The Assignment

Teacher candidate students were given a charge to identify or create a collection of standards based (leadup activities) games for use in elementary aged physical education classes. Using materials gathered from course lecture, demonstrations, guided experiences, supplemented with materials from the course textbook and the national Society of Health And Physical Educators (SHAPE America) standards each student was tasked with preparing a grade and skill level appropriate and comprehensive strategic lesson for grades Pre K-5 that would then be presented - first to peers in the HPSS 3100 course, and then to Elementary aged children in an actual Pre K-5 classroom or aftercare facility.

Prior to going offsite to teach children, the TSU students' lesson plans were reviewed and their lesson teaching was evaluated by their course peers at TSU. Additionally, the school site certificated teacher provided and written evaluation of the lessons and activities prior to going out to work with the children. The TSU students created a collection of 42 games

and skill development leadup activities to be taught during their field experience.

The Deliverable

By the end of the semester, TSU students had completed developing and teaching their SHAPE America national standards based games and skill development leadup activities at three local elementary schools during their field days. A collection of the 42 lessons was assembled and presented to the onsite teachers at each of the field experience sites.

What Did The Students Learn?

While the primary intent was to address the pedagogical variations required by teachers of physical education activities. A secondary value-added benefit was the introduction and application of The Physical Education Curriculum Analysis Tool (PECAT) to both TSU students and to the MNPS certificated teachers. Students and teachers alike, were very pleased that in addition to gaining real-life (in the field) physical education teaching experience, each gained valuable experience creating and evaluating curriculum, lesson planning, class management, and lesson delivery. As PECAT is a relatively recent released curriculum assessment tool, 2019, jointly created by members of the Physical Education professional community, SHAPE America, and the Centers for Disease Control, the ability to introduce both teacher candidates and practicing professional to its use and have them apply it was unanticipated.

The Physical Education Curriculum Analysis Tool (PECAT) is a free resource and can be download from the CDC website: www.cdc.gov/healthyschools, requested online at CDC-INFO: www.cdc.gov/cdc-info, or by calling toll-free: 1-800-CDC-INFO (232-4636); TTY: 1-888-232-6348.

The Physical Education Curriculum Analysis Tool (PECAT) is designed to help school districts and schools conduct a clear, complete, and consistent analysis of physical education curricula for K–12 students. This analysis focuses on how well a curriculum aligns with national standards for physical education. PECAT

results can help school districts and schools improve, develop, or select appropriate and effective curricula for delivering physical education. This, in turn, will improve the ability of schools to positively influence knowledge, motor skills, and physical activity behaviors among school-aged youth (CDC, 2019).

The PECAT can be used at the school district or school level to analyze curricula for all grades (K–12). It is designed to be used by a team that includes representatives from the following groups: Curriculum committees. State education agency staff. Other curricula developers. Institutions of higher education. School-level physical education departments. Physical educators in school districts and schools. Background The PECAT is based on the National Standards and Grade-Level Outcomes for K–12 Physical Education, which provides school districts and schools guidance on how to achieve outcomes expected in physical education programs. The need for the PECAT is explained in The Essential Components of Physical Education. This document identifies four essential components to help schools create a strong foundation for physical education programs: Policy and Environment Curriculum, Appropriate Instruction, Student Assessment

The central benefit of the PECAT tool identified by both teacher candidates and the onsite certified teachers was the ability to conduct a standards based analysis, that is the ability to easily score how well the curriculum addresses each of the five national standards for physical education for kindergarten–grade 5, grades 6–8, and grades 9–12. It includes subsections with lists of what students are expected to achieve for the five national standards. These expectations build the framework of the standards analysis process because they identify what students are expected to know and be able to do by the end of each grade. A scorecard is provided to summarize how well the curriculum covers grade-level outcomes, physical education content, and student assessments for each of the five standards.

The standards analysis reflects the importance of a sequential, written curriculum that identifies, defines, and describes the skills and activities that should be covered each year. Of

particular importance is the sequence of instruction throughout students' educational experience (K–12). All questions are based on the premise that students need to be taught increasingly advanced types of physical activity skills and concepts as they progress through their educational experience. Therefore, each question for each standard is built upon the previous grade level.

Partner and Participant Comments

Dejeen Salih - a certificated Physical Education Teacher at Robert Churchwell Elementary School, commented "Field Days could not have been a success without the many students from (HPSS) department at Tennessee State University. The creation and implementation of the various standard based leadup games and activities was unique and brought great joy to the students, and for me, the experience opened my eyes to the use of PECAT as a tool to assess and thus strengthening or curriculum".

Jeffrey Gregory - a certificated Physical Education Teacher at Cockrill Elementary School noted: "The HPSS students from Tennessee State University really delivered high quality (standards focused) educational, energetic, movement activities and concepts that our students truly enjoyed."

Many of the elementary school students commented about how much fun they had, and how they really learned "new stuff" (skills).

Nearly all of the TSU students reported in their reflections, how they had not connected national standards to "games", but that they now see that quality physical education programs are intentional in its lessons, and that it's not just free play or recess.

While it is clear that everyone benefited in this service-learning project, our preservice teachers, both elementary and physical education gained valuable pedagogical, planning and curriculum assessment skills and practical experience in addition to providing rich educational and enjoyable lessons and

activities to our MNPS partners and their students. We look forward to expanding this service-learning activity to other public-school partners.

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THE INTERSECTION BETWEEN MULTICULTURAL COUNSELING AND SERVICE-LEARNING



Peer Review

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Introduction to Multicultural Counseling

Multicultural counseling refers to the practice of offering therapy services in a way that attends to and honors individual and cultural differences while recognizing the role that culture and context play in contributing to mental health and distress. A culturally competent clinician is also willing and able to explore how their own values, beliefs, and biases may shape their perceptions about the world and what constitutes mental and emotional health. When clinicians operate in a culturally competent manner, this has implications for clinical practice including, but not limited to, listening to stories from people who have been marginalized, working to increase one's own awareness of self and others through experiential engagement, developing an affective awareness of individual and cultural differences, and understanding and acknowledging emotional reactions to individual and cultural differences (Sue, Sue, Neville, & Smith, 2019).

All graduate psychology programs accredited by the American Psychological Association are required to attend to Individual and Cultural Differences which is one of the Profession Wide Competencies (Standards for Accreditation for Health Service Psychology and Accreditation Operating Procedures, 2018). The purpose is to assist graduate students in developing attitudes and behaviors



compatible with the lifelong process of developing cultural competence. This can be achieved through coursework, research, and/or other professional development opportunities. The training goals in multicultural counseling are to prepare psychology professionals to interact with and serve a diverse and global community. The APA accredited program in Counseling Psychology at Tennessee State University strives to help students build cultural competence through a range of activities. The focus of this article is on one of those activities which is to promote cultural awareness and competence through service-learning in a Multicultural Counseling course. The authors are the course instructor and a former student in the class.

Service-Learning Theory and MCC Training

A commonly used definition of service learning is: "service learning is a course-based, credit-bearing, educational experience in which students (a) participate in an organized service activity that meets identified community needs (b) and reflect on the service activity in such a way to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bingle & Hatcher, 1995). To simplify this definition, most can identify service-learning as *community engagement*. By immersing themselves in contexts that might comprise clients' realities, mental health professionals can gain a greater appreciation of the clients' worldview. Community engagement allows for awareness and understanding of situations that clients face. It can also be a supportive and empathetic tool in

establishing and maintaining rapport within the therapeutic alliance.

Furthermore, there are multiple types of service-learning formats. One of them is referred to as critical service-learning (Boyle – Baise & Langford, 2004). Critical service-learning involves describing a social justice oriented-approach to the process, which "redirects the focus of service-learning from charity to social change." (Boyle-Baise & Langford, 2004). This perspective also notes that when students and instructors engage in service-learning, emphasis should be placed on the post-service period which can have a greater impact on the served community. The post- service period is important to the overall well-being of some communities. Students should want to continue in their efforts with service – learning by volunteering their time, and committing and advocating for the growth of served communities. Community service should continue past an assigned course requirement. Mitchell (2008) states that, critical service-learning attends to social change, questions the distribution of power in society, and is focused on developing authentic relationships.

Service-learning is driven by the "four R's - respect, reciprocity, relevance and reflection which provides a "values – oriented" framework for service-learning (Butin,2010). "Respect for members in the service-learning organization; reciprocity, where the server interacts positively creating mutual outcomes; relevance where the service-learning pathway adds to academic learning

and reflection that enables the participant to make pertinent meaning of the experience” (Carrington & Iyer, 2011). Also, there are “four lenses” that service-learning outcomes can be viewed through by the instructor and student (Butin, 2010). “Technical, cultural, political, and postmodern.” “The technical focuses on the pedagogy, and the changes students experience when in practice; the cultural lens focuses on the meanings acquired by students practice, the political perspective focuses on students’ desire to change systemic imbalances via social justice issues; and the postmodern lens focuses on utilizing SL as a tool in redefining the self” (Carrington & Iyer, 2011).

Service-learning and MCC training share many similarities that require individuals to promote connectivity, openness, and acceptance. When conceptualizing service-learning and Multicultural Counseling training, a few key factors stand out including the individual and group setting, transformative processes, social justice, creativity, and activism. Mitcham, Greenidge, & Smith (2008) note that “One essential task for the professor lies in broadening student perspectives and in helping students to distinguish “between-group and within-group differences”. Similarly, service-learning, Multicultural Counseling training, and Multicultural Counseling courses operate off of these proposed aspirations. Service-learning is designed to ignite inter-personal changes and share a glimpse into the understanding of otherness. Otherness is the experience of being a minority in a majority setting and cognitively and affectively noting the difference. The utilization of service-learning within a Multicultural Counseling course allows for students and the instructor to work towards improving and increasing their level of cultural competence, and intertwining these entities can create room for powerful conversations and facilitate professional and personal growth.

Course Description

At Tennessee State University, the Multicultural Counseling (MCC) course is required for all doctoral Psychology students. It focuses on helping students understand how to practice, conduct research, and consult in a culturally

competent manner that attends to the client’s context and worldview. Additionally, students engage in a number of exercises and experiences aimed at increasing awareness of their own values, biases, and assumptions. The course also notes that cultural competency is a lifelong learning process as opposed to an achievement with an end date and continuous status. The course is organized around knowledge, skills, and dispositions/attitudes (KSDs) that are particularly relevant to cultural competence. Some of these KSDs read as follows: a) students will have an understanding of the relationship between cultural factors and mental health, b) students will be able to identify the essential skills and characteristics of a professional, multicultural counseling psychologist, c) students will be able to identify the multicultural and gender issues related to career counseling, assessment, development, and choice, d) students will be able to demonstrate skills in working with diverse populations, and e) students will be able to effectively apply a system of counseling and psychotherapy to a variety of populations and counseling contexts.

Furthermore, the MCC course has several goals. This includes helping students become knowledgeable about some of the research related to different communities and populations, assisting students in gaining an affective understanding of otherness, and increasing student awareness of their own perspectives on and experiences with individual and cultural differences. These goals are achieved through assigned and student selected readings from peer-reviewed journals, engagement in a cultural experience outside of one’s own group memberships, participation in a service-learning experience where students volunteer in a community they are unfamiliar with, and joining in a series of in-class activities. Collectively, these actions are aimed at promoting self-reflection and uncovering and/or developing student awareness of their own worldviews and the belief systems on which these perspectives are based. The remainder of this article focuses on the service-learning portion of the course and how this aspect has augmented the development of cultural competency.



Service-Learning Assignment and Activities

Since the inception of the Multicultural Counseling course in the doctoral Counseling Psychology program in 2006, service-learning has been an integral part of the class. Each year, students have been asked to identify service projects that would allow them to get to know a community, other than their own, while serving that group in an unobtrusive manner. The goals of the assignment have been to 1) familiarize students with a new community 2) contribute to the community’s growth and/or preservation 3) create an opportunity for hands on learning and 4) provide a space and ongoing opportunities for students to reflect upon this experience and how it contributed to their awareness of self and others. Before and after engaging in this assignment, the instructor has given the students opportunities to explore and discuss their otherness and how these experiences influence their personal and professional identities. Some examples of past service-learning opportunities have included working in a community garden, helping to organize and/or oversee activities at culturally focused festivals, serving food at the local rescue mission, sorting unused medications with nursing students so that the medicines can be forwarded to developing countries with limited pharmaceutical resources, working in a Habitat for Humanity store, and shopping and putting together lunches for children who are food insecure. A description of the assignment, from the course syllabus is posted below.

Assignment from Syllabus:

Cultural Service: For this assignment, choose an urban, suburban, or rural setting/organization serving a diverse population (preferably other than your own) and contribute a minimum of four hours of service during the semester.

Cultural Service Log and Summary:

Provide a written account and documentation of the cultural service experience. Each student will have an opportunity to share this experience with the class for about 10-15 minutes. I suggest getting started on this assignment sooner rather than later as volunteer training may be required for some agencies

Learning Outcomes

Based upon general student feedback, focus groups of former students, input from the graduate student author, and the instructor's perspective; service-learning has been an invaluable aspect in multicultural counseling training. Student comments reflect the goals of the course and are also connected to the KSDs outlined in the syllabus. During a focus group that was conducted about students' experiences with the service-learning aspect of the course, one student commented that "being able to offer something (coffee, kindness, and a smile) that most of us regularly encounter but probably don't think about, was very rewarding for me. This experience helped me to appreciate my own various identities within the community, but also better understand the struggles that others face . . . I was happy to feel like a part of something greater than my own experiences and help others in the process." In a reflection paper about the experience of serving in a shelter over the weekend one student wrote "Most of the time they seemed slightly baffled to learn that I wanted to talk about their life . . . it seemed like a lot of their thought had been focused either on being there at the shelter or on what they did in the past, rather than the future". About her time volunteering with veterans, another student wrote "My most important job, however, is interacting with the veterans. I have been complemented multiple times on my genuineness and warmth that I provide to the veterans who approach my

desk, and I feel that our veterans deserve to have kind interactions in a place that, sometimes, kindness is absent".

Additionally, the graduate student author notes that when reflecting on her personal experiences with service-learning and the experiences of her classmates, she immediately identified a connection between Multicultural Counseling and the course's KSDs. Throughout her observations and interactions with members at a local mission in Nashville, it was noticeable that mental health issues did not present in similar ways nor did they always affect those that dealt with challenging and stressful circumstances such as homelessness. Cultural factors have a commanding presence when treating clients and they should always be taken in consideration when treatment planning and during psychotherapy. Throughout class discussions empathy, patience, and preparation were identified as important and essential skills as a counseling psychologist. Being intentional in efforts to understand the client's cultural identification is key to being a culturally competent provider. Service-learning allowed for her to work on incorporating holistic approaches when providing psychotherapy to future clients. Clients present with a myriad of issues and it's the clinician's job to effectively advocate and listen, provide culturally appropriate services, challenge any repressed biases that could interfere.

Across 12 years of teaching this course, observing the impact of the service-learning experience, and listening to student feedback, this instructor believes that these experiences have had a profound impact on students as a whole. Generally, students have had a cognitive understanding of otherness and the community engagement has heightened the affective awareness. Students also benefit from an active learning environment and service-learning promotes that as well. Furthermore, during post-service reflection and in focus groups, students have expressed that these service-learning experiences have heightened their awareness of others while also promoting a deeper understanding of their own selves and their journeys. Course feedback, focus group comments, and reflection papers

address listening to stories, having an awareness of self and others through experiential engagement, and having an affective awareness of difference. This mirrors Sue et al.'s (2019) discussion of what it means to practice in a culturally competent manner. These comments also demonstrate some essential skills and characteristics of a professional, multicultural counseling psychologist as well as skill in working with a diverse community. Thus, revealing that students are embodying some of the KSDs outlined in the syllabus.



Future Directions

As discussed earlier, the general merits of service-learning include: helping meet community needs, reflecting, applying the experience to the course content, and igniting activism towards enhancing social justice - post service (Butin, 2010). Additionally, in the student focus and reflection groups, participants noted that service-learning augmented their overall level of cultural competence. Still, there are several areas that Multicultural Counseling instructors and researchers could consider when working to improve the handshake between service-learning and MCC training.

One area of consideration is giving trainees a pretest on MCC awareness in the days prior to the service-learning experience, immediately after, and at the end of the course. This would help to gauge growth across the service-learning experience as well as the term. A second area to consider when moving forward is selecting service-learning opportunities based upon a blend of student interest and instructor feedback. To date, students have selected their own experiences. However, one student expressed interest in having the instructor provide feedback about the

students' interest and opportunities for growth. Then, together the students and professor could consult about potential service-learning opportunities that would be tailored to the student's interests and needs. A third area for consideration is reviewing service-learning opportunities to determine which have been most instrumental in promoting multicultural counseling competence. In the course this article is based upon, students were provided with a list of potential options. Nonetheless, they had wide latitude and flexibility in seeking and choosing service activities. This flexibility is important as the literature demonstrates that a variety of activities lend themselves well to learning (Svinicki & McKeachie, 2014). At the same time, giving students additional guidance about the elements associated with optimal opportunities might prove helpful. Together, these suggestions would serve to strengthen overall student learning while benefitting the community and promoting cultural awareness and competency.

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A Call for Papers for Serve InDEED

Submissions accepted for publication in the following categories:

- Reflective Essays
- Research Based Articles
- Best Practices

We seek to share ideas within all communities of service learning. Submissions are due no later than **April 15, 2020**.

Goals of *Serve InDEED*, the Tennessee Journal for Service-Learning and Civic Engagement:

1. Share ideas and/or resources in order to bring together all communities under the umbrella of service.
2. Learn from one another regardless of rank or position, non-profit, faith-based, K-12 or Higher Education, volunteerism or service-learning.
3. Include students (K-16) as important contributors to the body of research in service-learning.
4. Share reflective experiences which foster dynamic change in beliefs, biases, and judgments in order to move us toward a more peaceful society.
5. Contribute to the growing body of academic research in service-learning, civic engagement and volunteerism.

Manuscript Submission Process:

The journal follows a blind review process outline below:

1. Submission of article in APA formatting, Ariel, 11 pt. font, double-space, 5-12 pages should be sent to the editors at Journal.Serveindeed@gmail.com. Include in the subject box of the email the Word Submission and the category for which you want to be considered. The categories are listed below.
2. Include one page abstract due with the article.
3. Submit paper with Title page including author(s) contact information (title, organization, and email address or phone number).
4. Do not include names in the manuscript. Articles that are under review by another publication should not be submitted.
5. Place figures, tables and/or graphics at end of text and include where it will be placed in manuscript.
6. At the end of the manuscript, please include References in APA style.
7. The manuscript will be sent to the blind reviewers for consideration. Authors will be notified by editors upon submission.
8. The review process will normally take 6-8 weeks. Manuscript responses may include acceptance, acceptance with revisions, acceptance for later publication or not in line with goals of journal.

SUBMISSION GUIDELINES

This journal seeks submissions from any of the following:

In the subject line of the email, indicate which type of article you are submitting from the following list:

K-12 Service-Learning	• Reflective essay
• Higher Education Service-Learning	• Research-based issue
• Community Partnerships in service	• Best Practice
• Community-based organizations in service	• Social and Emotional Learning
• Non-profit organizations in service	• Community Building Project
• Faith-based organization in service	• Volunteerism
• The arts and service	• Service-Learning Pedagogy
• Government agencies involved in service endeavors	

Student Submissions:

The Journal welcomes submissions from K-16 students involved in service-learning and volunteerism.

You may email your submissions to: Journal.Serveindeed@gmail.com